

Stuart Dent Case Study

TRANSITION SERVICES: IEP REQUIREMENTS

Student Name: *Stuart Dent*

Transition services must begin no later than the first IEP to be in effect when the child is 16 (or younger if determined appropriate by the IEP team) and updated annually thereafter. Transition services must include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; the transition services (including courses of study) need to assist the child in reaching those goals.

ASSESSMENTS

Training: ASVAB, ASSET, RHS Website Committee Teacher Report, RHS Yearbook Committee Teacher Report, CTE Computer teacher report, Art teacher report, Transition Planning Interview (TPI), Parent and Student Reports, Summary of Course of Study and Coordinated Activities

Education: Art teacher report, Report Cards, Progress Reports, Yearbook Facilitator Report, Football Coach Interview, TPI, ASSET, ASVAB, Parent Report, Student Report, Summary of Course of Study and Coordinated Activities, updates on AZCIS

Employment: Art teacher report, updates on AZCIS: Accessing the Future, Career Pathways Self Inventory, Parent report, Student Interview, ASVAB, Yearbook Teacher Report, TPI, Summary of Course of Study and Coordinated Activities, Football Coach

Independent Living Skills: (If "yes," list assessment(s) used that supports the decision to include independent living.)

Considered but not needed

Other: Relatives Report (Uncle) -Transition Planning Interview;

STUDENT STRENGTHS, PREFERENCES, AND INTERESTS

Information about the student's strengths, preferences, and interests were provided by:

☒ Student ☒ Parent(s) and/or Family Members ☒ School Staff

☐ Service Agency () ☐ Other ()

Stu completed 3 of 4 activities last year and all his coursework received a B or better indicating strengths related to MPGs. Stu's ASVAB; AFQT score of 80 is an indication that he could do well in the field of computer graphic design. Based on Stu's COMPASS results attending a community college to get an associate's degree in Digital Arts with only remedial math classes needed is supported. His AZCIS portfolio updates identified Retail Graphics Arts as the Post secondary Employment goal. His Football Coach indicated he created the logo for a letterhead.

POSTSECONDARY GOALS

☒ Training/Education

☒ Employment

☐ Independent Living

Employment: *After graduation, Stu will work full time as a displays designer for ABC Department Store.*

Education: *After graduation, Stu will enroll full time at Fredonia Junior college to complete training in Graphic Arts and obtain an Associate Degree.*

Statement of Transfer of Rights at the Age of Majority §300.520

Beginning not later than one year before the child reaches the age of majority (age 18 in Arizona), the child and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a child with a disability whose rights remain with a court-appointed guardian).

Yes, Date: ☒ *March 18, 20??* (by the 17th Birthday)

Guardianship legally held by other ☐ _____

Transition Services Activities

Transition Area	Transition Activity/Strategy	Person and/or Agency Responsible	Start Date	End Date
Education/ Instruction	<i>Considered but not needed at this time.</i>			
Community Experience	<i>Stu will make contact with the Disability Services office at Fredonia Community College. (FCC) Stu will complete two displays for his church.</i>	<i>School and Stu's mother, FCC-DSR Su., church and parents</i>	August 2013	May 2016
Employment	<i>Resume preparation, mock interviewing practice, research for ABC Department Store, work with school job developer to seek part-time job in ABC Department Store.</i>	<i>School, job developer, parents and Stu</i>	January 2013	May 2017
Adult Living	<i>School web design committee activities, yearbook committee activities (classroom, campus events during and after school). Seek eligibility for RSA as a senior.</i>	<i>Student, parents, sponsors Student, parents</i>	August 2013 Aug 2015	May 2014 Aug 2016
Daily Living Skills	<i>No needs in this area.</i>			
Functional/ Vocational	<i>Maintain a daily planner for time management. Retake the ASVAB, ASSET, and updates to AZCIS.</i>	<i>Stu, his mother, and resource teacher</i>	August 2013	May 2017
Related Services	<i>No needs in this area.</i>			
Other	<i>Stu will contact the school counselor to complete information for scholarships and admittance to Fredonia Junior College.</i>	<i>Stu with teacher assistance and school counselor</i>	August 2015	May 2017

COURSES OF STUDY

	School Year: 13–14	School Year: 14–15	School Year: 15–16	School Year: 16–17
Language Arts	English I	English II (completing résumé and applications)	English III	English IV
Math	Pre-Algebra	Algebra I-A	Algebra I-B	Geometry
Science/ Foreign Language	Earth Science	Biology	Physical Science	Advance Computer Applications
Social Studies/ Humanities	US History	World History	Careers Class	World Geography
Health & PE/ Elective	Health & PE	Photography	Journalism	Senior Internship Program
Elective	Art I	Art II	Art III	Art IV
Elective	Intro to Computers	Computer Applications I	Computer Applications II	

ADDITIONAL EDUCATIONAL OPPORTUNITIES

13–14 Stu will complete three graphic display projects for a department store in Intro to Computers.

14–15 Stu will complete résumé writing in English II

15-16 In Careers Class Stu's project will be focused on graphics arts and creating displays

16-17 In the Senior Internship Program, he will intern in a photography studio (off campus) and receive studio work experience.